**SCED 480:** Classroom/laboratory study of theory, curriculum, science content and processes and effective teaching methods in the context of national and Washington state standards in science and with activities appropriate for the elementary classroom. Note: It is strongly advised that students are prepared to take SCED 480 and SCED 490 in consecutive quarters.

**Prerequisites & Notes:** Completion of Natural Science GURs, including SCED 201 or permission of instructor; SCED 202, SCED 203, and SCED 204 are highly desired GURs; ELED 370 or ELED 372 or SPED 420.

**Credits:** 5

**Grade Mode:** Letter

**Instructor:**
Deborah L. Hanuscin

**Meeting times/location:**
The course is normally scheduled to meet Tues/Thur/Fri 10am-11:50am. This quarter, to ensure everyone's safety and well-being, we will use a combination of synchronous and asynchronous learning experiences.

- **Synchronous meetings** will be held in ZOOM during our normally scheduled class time on THURSDAYS from 10am-11:50pm
- **Asynchronous learning activities** will be provided for you to complete in place of our scheduled TUESDAY/FRIDAY class times (though you may choose the specific days/times you work on those)

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**Course Goals & Objectives:**

In this course, prospective teachers (you!) will:

- Critically examine your beliefs about science in relation to a vision of effective science teaching and learning
  
  Analyze how your experiences as a learner have shaped your definition of, attitudes toward, and interest in science
  
  Critically examine your conception of 'effective' science teaching and learning, informed by your experiences as both a learner and teacher of science.

- Deepen your subject matter knowledge for teaching science
  
  Critically examine classroom interactions for evidence of student engagement in the practices of science (ie, ‘doing science’)
  
  Articulate what students should learn in elementary science, identify big ideas or phenomena appropriate for elementary students, and build coherent conceptual storylines that support that learning

- Develop an understanding of learners, learning, and issues of diversity and equity in science
  
  Unpack the implicit messages that how science is taught conveys about what science is
and who can do science
Utilize developmentally appropriate and productive approaches to meet the diverse needs, interests, and abilities of students and create inclusive and equitable science classrooms.

- Develop a beginning repertoire of strategies for science instruction and assessment
- Design lessons aligned to the Next Generation Science Standards that reflect principles of effective science teaching and learning
- Preservice teachers will design and use assessment tools appropriately for formative and summative purposes.
- Develop the tools and dispositions to study and learn from teaching
- Utilize feedback (from peers/instructors/cooperating teachers) to improve their teaching.
- Apply different lenses (e.g., instructional frameworks, research) to analyze and learn from their science teaching and learning experiences.

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**Attendance & Participation**

You are required to attend all synchronous sessions of the course. Given their interactive and participatory nature, it will be difficult for you to make up the learning that occurs in those sessions. In the event of illness or other extenuating circumstances that prevent you from attending, I ask that you contact me so that suitable arrangements can be made for you to continue with the learning module.

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**Assignments**

Major assignments are intended to help you meet specific objectives that align with the course goals listed above. Each assignment will be explained in detail with a rationale and evaluation criteria. Note that in addition to graded assignments, you will complete a number of ungraded assignments that will act as baseline assessments or that as 'works in progress' will not be evaluated with a grade. These will count towards your course grade in terms of complete/incomplete only.

- Science Autobiography
- Learning Log
- Choice Assignment
- Evidence-based Self Evaluation

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**Grading Scheme:**

Assignments will be graded, and course grades determined as follows:
Grade | A+ | A  | A- | B+ | B  | B- | C+ | C  | C- | D+ | D  | D- | F/Z
---|---|---|---|---|---|---|---|---|---|---|---|---|---
4-point | 4.0 | 3.9 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0.0
10-point | 10 | 9.6 | 9.3 | 8.9 | 8.6 | 8.3 | 7.9 | 7.6 | 7.3 | 6.9 | 6.6 | 6.3 | 6.3
100-point | 100 | 96 | 93 | 89 | 86 | 83 | 79 | 76 | 73 | 69 | 66 | 63 | 63

Note: A grade of C- or lower in this course will require you to re-take SCED480. In addition, you will be asked to meet with your academic advisor for support and to develop an improvement plan.

**Requesting P/NP grades:** Students may designate a course as Pass/No Pass by submitting a request with the Registrar’s Office after registering for the course; they may change this designation by submitting the change to the Registrar’s Office at any time through the seventh week of a quarter; for extension program courses, pass/no pass grading designation may be elected up to the end of the seventh week for regular quarter-long courses, or prior to the third class meeting for shorter courses. Students may be advised to stay with a letter grade if required for accreditation, veteran status and benefits, or other purposes. For students to receive a P grade, at least 76% of all ungraded assignments must be complete and the average on graded assignments must be at least 76%. Additionally, attendance of synchronous sessions must be at least 76%.

**Texts and required materials:**

- Readings and supplemental materials will be provided in this Canvas site or made available via the web or Western Libraries.
- *This course is participating in Western Washington University’s Inclusive Access Initiative, which means that you will be able to access your course materials at the lowest possible price, directly inside of Canvas. All you need to do is simply click on any course material link. If you would like to opt-out of this program and not be billed for your use of your course materials, you can do so at any time before the add-drop deadline. If you have any questions, please feel free to reach out to support@willolabs.com.* We will be using GoReact video analysis software in this course and SCED490. The **annual cost for students for the GoReact system will be $57.78 plus tax**, and will be available for purchase through the AS Bookstore. This purchase will cover your use of GoReact in all courses you are taking that use GoReact (you do not need to purchase a separate license for each course).

**Syllabus Policies**

This course will adhere to Western’s [Syllabi Policies](#) for Academic Honesty, Accommodations, Ethical Conduct with WWU Network and Computing Resources, Equal Opportunity, Student Conduct Code, and Medical Excuse Policy.
Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis. As your instructor, I can be a first point of contact to help you find the campus-based resources you may need. Here are some of the resources WWU offers students:

- In the case of a **medical concern or question**, please contact the Health Center (360) 650-3400 or visit its website: [https://studenthealth.wwu.edu/](https://studenthealth.wwu.edu/)
- In the case of an **emotional or psychological concern or question**, please contact the Counseling Center: (360) 650-3400 or visit its website: [http://www.wwu.edu/counseling/](http://www.wwu.edu/counseling/)
- In the case of a **safety concern**, please contact the University Police: (360) 650-3555 or visit its website: [http://www.wwu.edu/ps/police/](http://www.wwu.edu/ps/police/)
- In the case of a **family or personal crisis or emergency**, please contact the Office of Student Life (360) 650-3706 or its website: [https://wp.wwu.edu/officeofstudentlife/](https://wp.wwu.edu/officeofstudentlife/)